



April 2003

No Child Left Behind Professional Development Partnership Grants

Background

In 2001, Congress reauthorized the Elementary and Secondary Education Act (ESEA) of 1965 as the *No Child Left Behind Act* (NCLB). The Act provides federal assistance to states for educational programs that improve teaching and learning in core academic subjects, while also increasing student achievement in elementary and secondary schools. With the goal of creating a more unified system to help students meet high academic standards, NCLB underscores the need to rethink the way federal, state, and local education programs fit together.

The Higher Education Coordinating Board (HECB), in collaboration with the Office of the Superintendent of Public Instruction (OSPI) administers the Washington Improving Teacher Quality Program. Funded by the U.S. Department of Education under the *No Child Left Behind Act*, the Improving Teacher Quality Program replaces the Eisenhower Program, which is being phased out by OSPI.

The Improving Teacher Quality Program offers a unique opportunity for the HECB to work directly with the entire education community. The Program provides financial support in the form of competitive partnership grants for K-16 professional development projects that are based on scientifically based research. Eligible grant recipients include accredited Washington colleges and universities, school districts, educational service districts, professional associations, and non-profit organizations.

Priorities for Grant Awards

In setting priorities for grant recipients, the HECB considered recommendations from OSPI and the program's advisory committee, as well as current reports and data on the conditions of teaching and learning in Washington schools, and statewide collaborative efforts for systemic reform. HECB staff identified three priority areas for the 2002-2004 NCLB partnership grant program:

1. Increasing content knowledge in mathematics and/or reading;
2. Increasing teaching skills in mathematics and/or reading; and
3. Increasing instructional leadership skills.

Grant Proposal Review Process

HECB staff distributed the Request For Proposals (RFP) for the Title II Improving Teacher Quality State Grants on October 31, 2002. The RFP was circulated among educational service districts, K-12 schools, colleges of education, two and four-year institutions, Eisenhower programs, non-profit and professional organizations, and other interested parties.

Twenty proposals were received prior to the February 12, 2003 deadline, and the program's advisory committee evaluated the proposals on March 5. Included on the review committee were representatives from HECB staff, K-12, higher education, and non-profit and professional associations.

Grant Awards

For 2002-2004, the HECB is awarding a total of \$1,136,002 to support sustained, intensive, high-quality professional development projects in reading, mathematics, and instructional leadership for teachers, paraprofessionals, and principals. All participants will receive hands-on training in content mastery, proven teaching and learning strategies, the most current technologies, and instructional leadership.

Projects also include follow-up sessions and technical assistance throughout the school year to refresh and reinforce program knowledge and skills. Project participants will maintain regular communication by e-mail, Internet Web sites and print material, as well as in person.

Grants are awarded for eight projects: five sponsored by public universities, two sponsored by private colleges, and one sponsored by a community college. These projects will be operational from April 1, 2003 through June 30, 2004.

Eastern Washington University:

Northeast Washington Consortium of Rural Schools Math Project - \$143,169 to improve K-12 rural students' math skills. The group also will create a network to support professional growth for teachers and principals in remote rural settings, including nine Northeast Washington school districts and two private schools: the Curlew, Cusick, Inchelium, Mary Walker, Northport, Selkirk, Wellpinit, Columbia and Republic School Districts; as well as St. George's and Mt. St. Michael's schools.

Eastern Washington University:

Supporting Excellence in Paraprofessional Classroom Practice - \$170,768 to bring together the Wellpinit School District, Spokane Indian reservation and Salish-Kooteni College. The program will help participants better understand state standards and essential academic learning requirements (EALRs) for math and literacy, while using a deeper understanding of tribal language and culture to enrich K-12 students' learning.

Heritage College:

Paraeducator Training Academy: Leave No Paraeducator Behind - \$120,500 to help paraeducators create innovative ways of teaching early reading mastery. The project also will leverage financial support from partner school districts to sustain and expand courses and delivery options for paraeducators in the Sunnyside, Grandview and Mabton school districts. Also involved with the program are Educational Service District 105 and the Northwest Regional Educational Laboratory.

St. Martin's College:

Improving Instruction in Reading Comprehension through Learning, Teaching, and Collaboration - \$122,918. The program will help teachers in the Elma, Hoquiam and McCleary School Districts teach and assess reading strategies and improve student performance on the Washington Assessment of Student Learning (WASL) reading test and the Iowa Test of Basic Skills reading test.

University of Washington:

Teaching for Understanding: Inquiry-based Mathematics Curriculum Development for Teachers in High-Need School Districts - \$133,900. The project is a collaboration between the University of Washington Colleges of Education and Forestry, Peninsula College, and the Crescent School District to develop students' conceptual math skills and apply them to natural resource dilemmas and community issues.

Washington State University Vancouver:

Gorge Math Project: Next Step - \$140,761 to work with teachers and students in Southwest Washington. The program will help improve students' WASL math scores while encouraging teachers to use School Improvement Plans' data, EALRs, and Grade Level Content Expectations to guide and monitor math instruction. Program partners are: the Centerville, Glenwood, Klickitat, Lyle, Roosevelt Skamania, Trout Lake, White Salmon, and Wishram School Districts.

Western Washington University:

Helping Teachers in a High-Need District Focus on Improving the Learning and Teaching of Mathematics - \$147,676. The program will help teachers, paraprofessionals and administrators deepen their understanding of K-12 reform and math education issues, make better use of alternative assessment tools and practices, and improve the classroom learning environment in the Cape Flattery School District.

Yakima Valley Community College:

Sunnyside Pathways for Paraprofessionals - \$156,220. The program will help current and incoming paraprofessionals in the Sunnyside School District complete the 15-month professional development program and create education plans and portfolios. Supervising teachers will increase their leadership skills, while students increase academic performance.

No Child Left Behind HECB Professional Development Partnership Grants



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Background

- The *No Child Left Behind Act of 2001* reauthorizes the Elementary and Secondary Education Act (ESEA)
- The HECB, in collaboration with OSPI, is responsible for Title II, Part A, professional development partnership program
- Title II, Part A replaces the Eisenhower professional development program
- The HECB, OSPI, and a statewide advisory committee have collaborated to identify the selection criteria and priority areas for the 2002-2004 professional development partnership program

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Purpose

- Support high-quality, innovative professional development opportunities for teachers, highly qualified paraprofessionals, and principals who work in Washington's most challenging K-12 schools
- Equip teachers, highly qualified paraprofessionals, and principals with the knowledge and skills they need to enable all students to succeed

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Priorities for Funding in 2002-2004

- Addressing professional development needs of teachers, highly qualified paraprofessionals, and principals in reading, math, and/or instructional leadership
- Supporting Washington's standards-based school reform, content standards, and assessment initiatives
- Establishing or strengthening learning team approaches as a strategy for school improvement

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Priorities for Funding in 2002-2004

- Increasing content knowledge in math and/or reading
- Increasing teaching skills in math and/or reading
- Increasing instructional leadership skills
- Integrating professional development in computer-related technology with math and/or reading
- Providing professional development for building-level teams

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Required Partnership

- A college or university and the division of the institution that prepares teachers and/or administrators
- A division, school, or college of arts and sciences
- A high-need school district

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Partnership Requirements

- Make joint efforts to ensure that the project integrates teaching skills with substantive content knowledge
- Collaboratively plan a project designed to meet the specific needs of the partner school and/or district
- Enter into a formal partnership agreement
- Invite neighboring private K-12 school educational personnel to participate
- Offer professional development from April 1, 2003 through June 30, 2004

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Eligible Grant Applicants

- Regionally accredited Washington colleges and universities with teacher and/or administrator preparation programs approved by the State Board of Education, in partnership with school districts and other entities, were eligible to submit proposals
- Colleges and universities could submit multiple proposals

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Quantitative Proposal
Evaluation Criteria

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Qualitative Proposal
Evaluation Criteria

- Effectiveness of proposal in presenting a project that will be sufficiently sustained and of high quality to have long-term positive impact on participants and their students’ performance
- Overall importance of funding proposal given the project’s potential for improving math or reading instruction, or instructional leadership skills
- Rating: High, Above Average, Average, Low

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2002-2004 Grant Awards

- ◆ Eastern Washington University Rural Schools Math Project for 35 teachers in Curlew, Cusick, Inchelium, Mary Walker, Northport, Selkirk, Wellpinit, Columbia, and Republic School Districts - \$143,169
- ◆ Eastern Washington University Math and Literacy Project for 27 paraprofessionals in the Wellpinit School District - \$170,768

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2002-2004 Grant Awards

- ◆ Heritage College Teaching Early Reading Mastery Project for 30 paraprofessionals in Sunnyside, Grandview, and Mabton School Districts - \$120,500
- ◆ St. Martin's College Reading Comprehension Project for 32 teachers, 7 principals and paraprofessionals in Elma, Hoquiam, and McCleary School Districts - \$122,918

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2002-2004 Grant Awards

- ◆ University of Washington Inquiry-based Math Project for 30 teachers in the Crescent School District - \$133,900
- ◆ Washington State University-Vancouver Gorge Next Step Math Project for 24 teachers and 2 paraprofessionals in Centerville, Glenwood, Klickitat, Lyle, Roosevelt, Skamania, Trout Lake, White Salmon, and Wishram School Districts - \$140,761

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2002-2004 Grant Awards

- ◆ Western Washington University Improving the Learning and Teaching of Math Project for 25 teachers, 15 paraprofessionals, and 10 principals in the Cape Flattery School District - \$147,676
- ◆ Yakima Valley Community College Reading, Math, and Instructional Leadership Project for 50 paraprofessionals and their supervising teachers in Sunnyside School District - \$156,220

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